



Raising Achievement Evening Geography Jan 2024



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ASHLYNS SCHOOL



The Basics

- 3 exam papers
- Physical (35%) (not glaciation or hot deserts) **14th May**
- Human (35%) - (not energy or water resources) **6th June**
- Geographical Applications: Skills and Fieldwork (30%) **12th June**





Assessment Objectives

- **AO1:** Demonstrate **knowledge** of locations, places, processes, environments and different scales (15%).
- **AO2:** Demonstrate geographical **understanding** of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- **AO3:** Apply knowledge and understanding to **interpret, analyse and evaluate** geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s))
- **AO4:** Select, adapt and use a variety of **skills** and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).



Paper 1: Living with the physical environment

- **Section A: The challenge of natural hazards** (tectonics, climate change, weather hazards)
- **Section B: The living world** (ecosystems, cold environments, tropical rainforests)
- **Section C: Physical landscapes in the UK** (coasts, rivers)



Paper 2: Challenges in the human environment

- **Section A: Urban issues and challenges** (theories and themes, London and Mumbai)
- **Section B: The changing economic world** (theories and themes, UK and India)
- **Section C: The challenge of resource management** (resources and food)



Paper 3: Geographical Applications

- **Section A** – questions based on a pre-release resource (booklet release 22nd March)
- **Section B** - Fieldwork Questions and unseen fieldwork questions- Coasts and London Urban





Section A: The Issue Evaluation

- Pre-release - 6 page resource booklet - 20th March 2025
- Can be on any geographical issue anywhere in the world!
- Each student will be given a full copy of the pre-release just before Easter
- Prior to exam 2 weeks of class time devoted to preparing for this section of paper 3:
 - Skills
 - Interpretation of resources
 - Preparing for the decision making question



Figure 1

Water in the United Kingdom

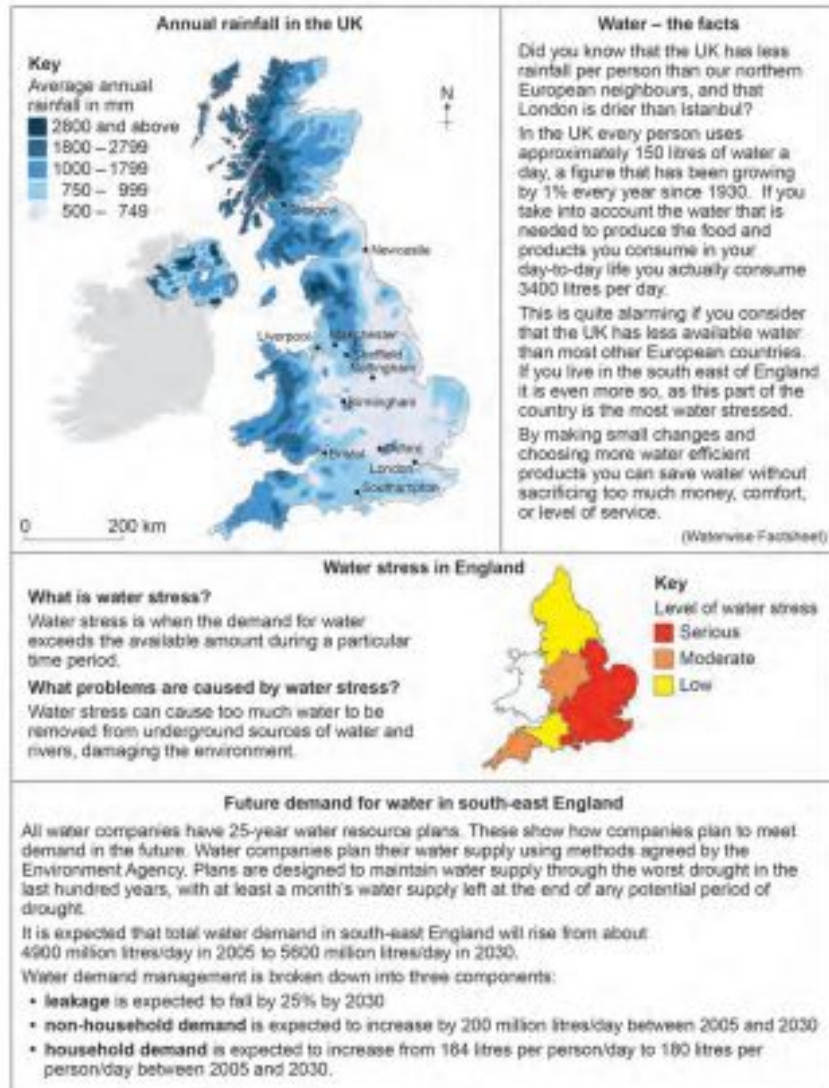


Figure 2 continued

Managing water demand in Oxfordshire

Thames Water management plan

The Thames Basin is the largest river basin in the south of England. The average rainfall for the area is 737 mm per year, substantially less than the national average. Of the rain that falls, two thirds is lost to evaporation and transpiration and 55% of the remainder is abstracted for use, making it one of the most intensively used river basins in the world. In total, we supply over 9 million customers in over 3.4 million properties. The population in the Thames Water area has been growing at approximately 100 000 per year.

Over the planning period we face continued growth in demand from:

- population increase
- increasing number of households
- increasing domestic water use per person
- climate change.

These pressures are partially offset by:

- modern low-volume toilet cisterns
- modern, water-efficient dishwashers and washing machines
- water-efficient new housing resulting from design requirements of Building Regulations.

Source: Thames Water



Turn over ▶



Using the Exam Board Website

GCSE Geography 8035

Specification Planning resources Teaching resources Assessment resources Key dates

1.0 Introduction

2.0 Specification at a glance

3.0 Subject content



4.0 Scheme of assessment

5.0 General administration



GCSE Geography
Specification Specification
for first teaching in 2016

1.0 Introduction

1.1 Why choose AQA for GCSE Geography

Our specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

We created this specification with help from teachers and subject experts and we're confident you'll enjoy teaching it as much as your students will enjoy learning.

Upon completion of this two year course, students will have the skills and experience to progress onto A-level and beyond.

You can find out about all our Geography qualifications at aqa.org.uk/geography

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit aqa.org.uk/8035 to see all our teaching resources. They include:

- dedicated student textbooks approved by AQA
- specimen question papers and mark schemes to show you what the exam will look like

Click on Assessment Resources



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GCSE Geography 8035

Specification Planning resources Teaching resources **Assessment resources** Key dates

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Relevance

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Resource Type

- Answers and Commentaries (3)
- Centre Declaration Forms (2)
- Centre Declaration Sheets (2)
- Examiner Reports (12)
- Grade Descriptors (1)
- Mark Schemes (15)
- Notes and Guidance (2)
- Practice Questions (1)
- Preliminary Materials (9)
- Question Papers (65)



Using our assessment tools to plan and teach

/resources/assess/using-our-assessment-tools



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3.1.3 Section C: Physical landscapes in the UK

In this section, students are required to study [UK physical landscapes](#) and **two** from [Coastal landscapes in the UK](#), [River landscapes in the UK](#) and [Glacial landscapes in the UK](#).

3.1.3.1 UK physical landscapes

Key idea	Specification content
The UK has a range of diverse landscapes.	An overview of the location of major upland/lowland areas and river systems.

3.1.3.2 Coastal landscapes in the UK

Key idea	Specification content
The coast is shaped by a number of physical processes.	<p>Wave types and characteristics.</p> <p>Coastal processes:</p> <ul style="list-style-type: none"> • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas.
Distinctive coastal landforms are the result of rock type, structure and physical processes.	<p>How geological structure and rock type influence coastal forms.</p> <p>Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <p>Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.</p> <p>An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p>

Using the exam spec

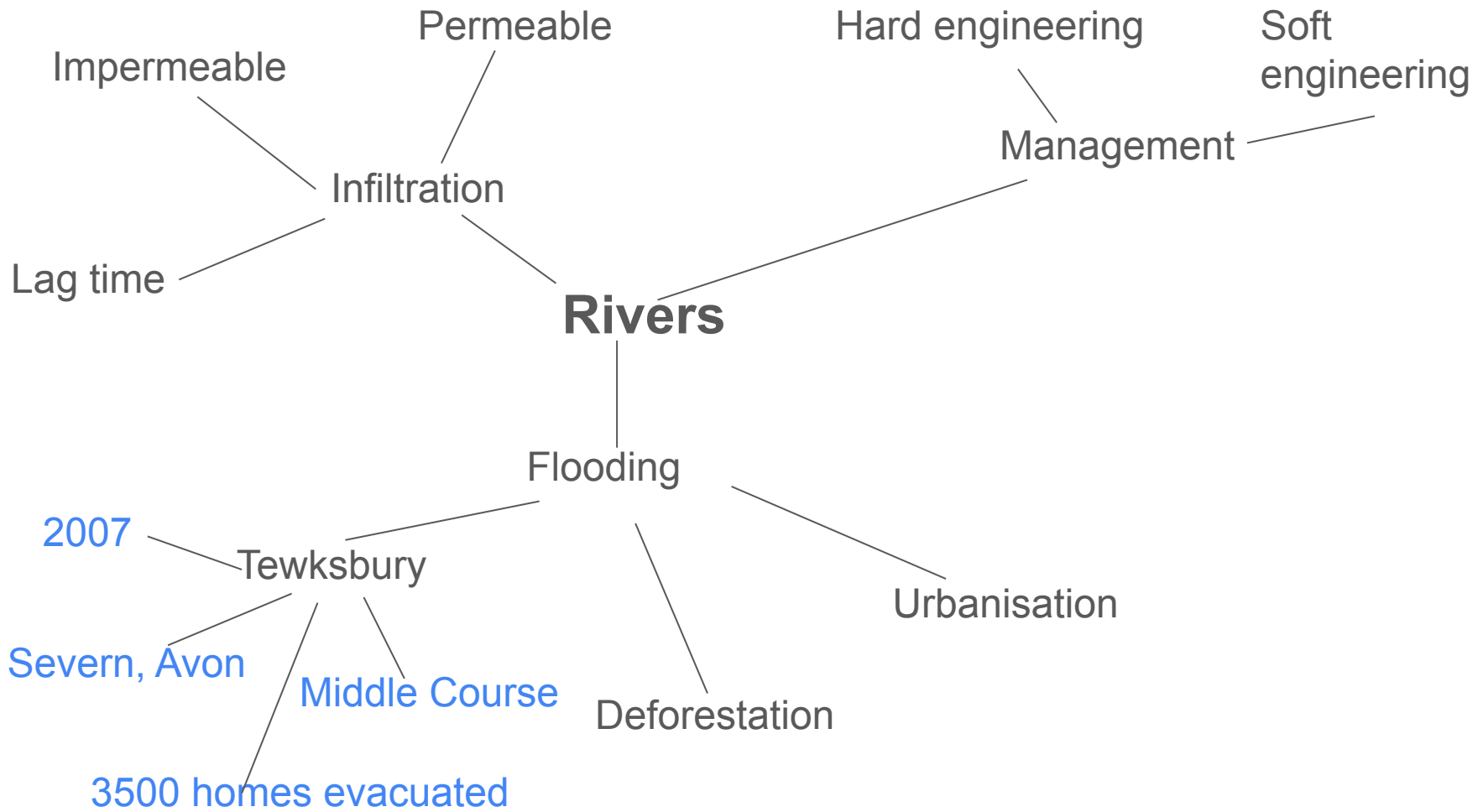
Uploaded for use as a checklist on google classroom



Revision Priorities

- **Case studies-** Create flashcards of key data, create spider diagrams/mind maps of details
- **Vocabulary-** Flashcards, lists, linking words together
- If they are aiming high- **reading** around the subject and staying up to date with current issues







Revision Tools

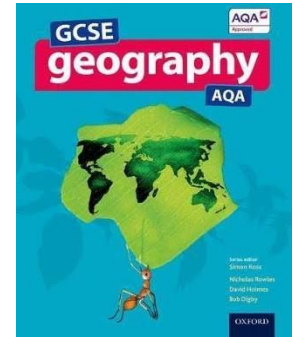
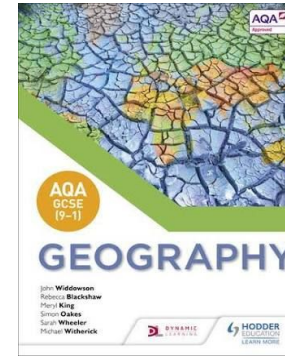
- **Classwork books**
- **Google Classroom:** *Class- Lesson work, Homeworks, key information, **KS4** **Revision (vwzfr6s)***
- **Seneca**
- **Revision- Lunchtimes on Tuesdays**



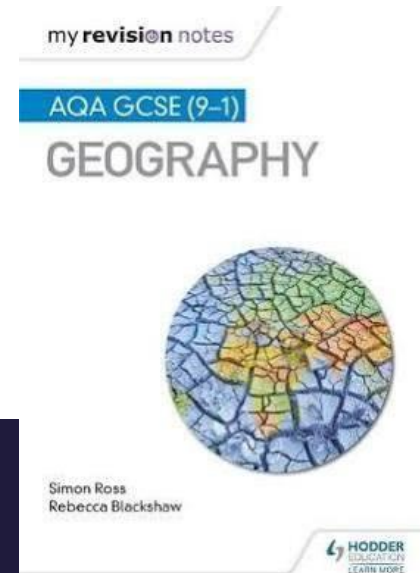
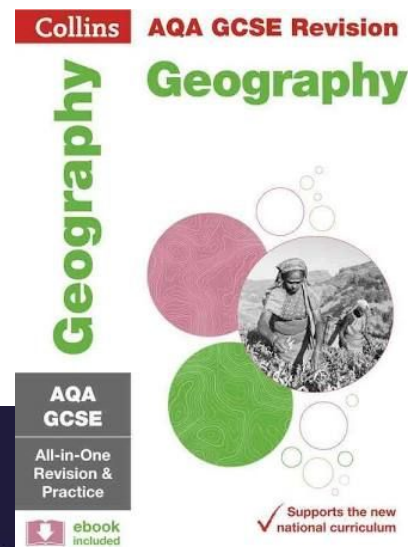
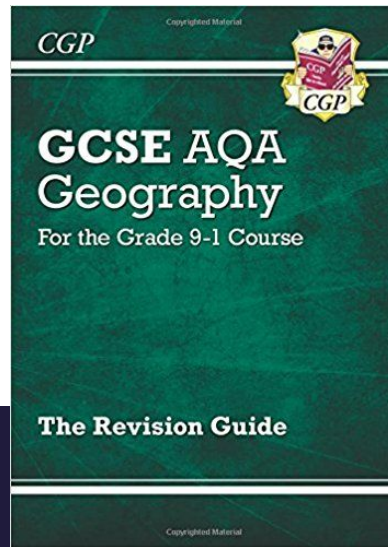
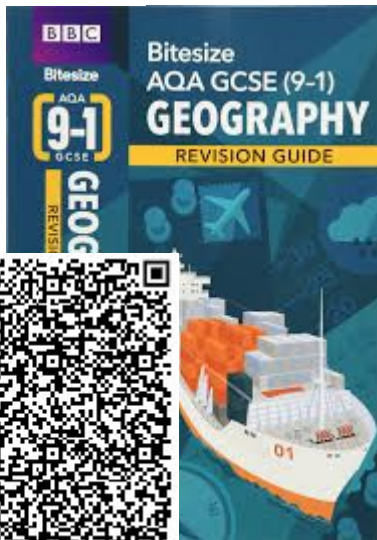
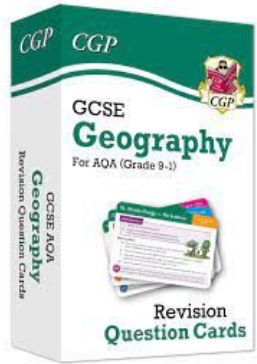


Revision Tools

- Textbooks: Hodder, Oxford



- Revision Guides: CGP, Collins, My Revision Notes, BBC Bitesize





Other Online Resources

Bitesize

Home > GCSE > Geography

GCSE Geography - AQA



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Other Online Resources





Other Online Resources

 **internet geography**





Other Online Resources

Kahoot!

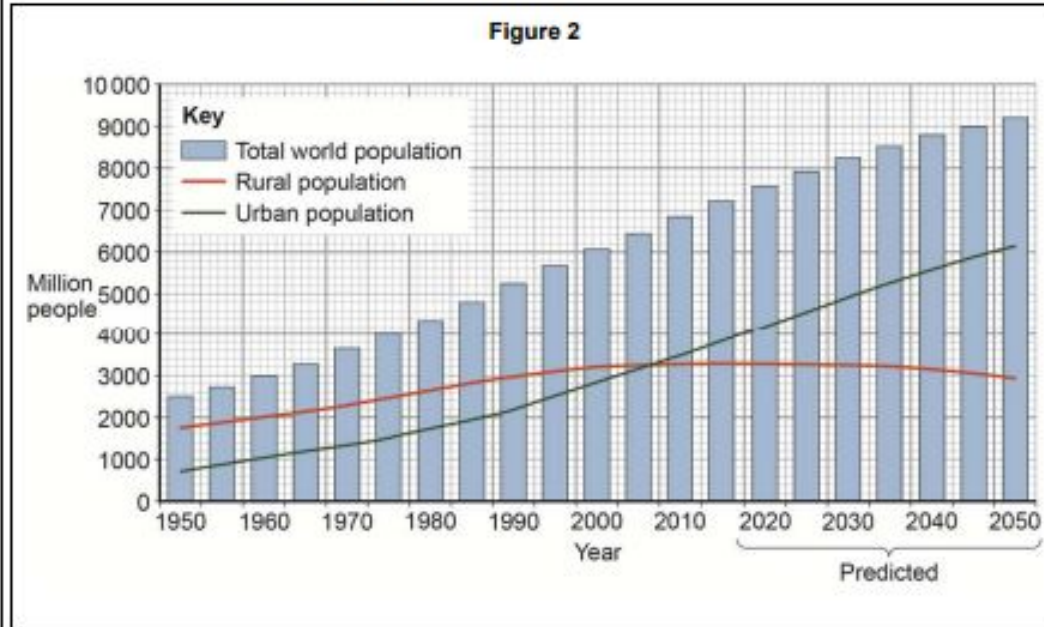
Quizlet



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Study Figure 2, a graph showing changes in the world's rural and urban population from 1950 to 2050 (predicted).



Multiple choice questions

0 1 . 2

Using Figure 2, which two of the following statements about the world's rural and urban population are true?

Shade two circles only.

- A The rural population grew fastest between 2000 and 2010.
- B The urban population grew more rapidly than the rural population between 1950 and 2000.
- C The urban population is expected to grow more slowly than the rural population from 2015 onwards.
- D The urban population increased by over 2000 million between 1950 and 2010.
- E The world's total population doubled between 1950 and 1980.

[2 marks]

Level Marked Questions

Study Figure 11, a photograph showing sea defences at Beesands in Devon.

Figure 11



Mark scheme

Level	Marks	Description
2 (Clear)	3–4	AO2 Demonstrates clear understanding of how coastal defence(s) work in defending the coast. AO3 Application is sound with clear interpretation of the strategies shown in the photograph.
1 (Basic)	1–2	AO2 Shows limited understanding of how the coastal defence(s) work. AO3 Application is limited with basic interpretation of the strategy(ies) shown in the photograph.
	0	No relevant content.

Indicative content

- (Curved) sea walls reflect the energy of the waves back to the sea. They protect the base of cliffs, land and buildings against erosion and can prevent coastal flooding in some areas.
- Rock armour consists of large boulders piled up on the beach. These absorb the energy of waves and may allow the build-up of a beach.

No credit for simply identifying the type of sea defence or for describing other hard (or soft) engineering strategies.

AO2 = 2 marks, AO3 = 2 marks

0 3 . 6 Suggest how the sea defences shown in Figure 11 help



0 1 . 9 Choose **either** an earthquake **or** a volcanic eruption.

Assess the extent to which primary effects are more significant than secondary effects.

Use **Figure 5a or 5b** and an example you have studied.

[9 marks]
[+ 3 SPaG marks]

Chosen tectonic hazard:



Figure 5b



18 lines

Assess – make a reasoned assessment of both and a conclusion

Must refer to both the image and an example studied (AO1, AO3)

3 marks for spelling, punctuation and grammar

Geographical skills

Question 3 Coastal landscapes in the UK

Study **Figure 9**, on the insert, a 1: 50 000 Ordnance Survey map extract of part of the coast of south west England.

0 3 . **1** Using **Figure 9**, match the coastal feature below to the correct grid reference.

Shade **one** circle only.

Choose from the following grid references:

A 673398 **B** 669421 **C** 668428

Coastal feature	Grid reference		
Wave cut platform	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>

[1 mark]

0 3 . **2** What is the straight line distance between Warren Point (6642) and Bolt Tail (6639)?

Shade **one** circle only.

A 1.8 km

B 2.4 km

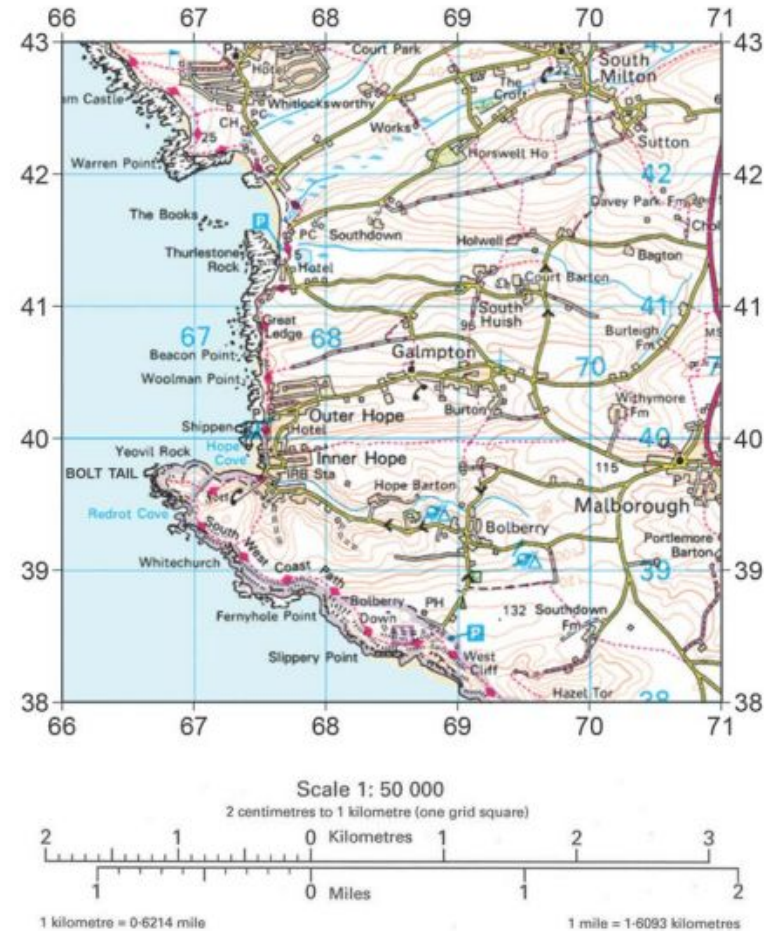
C 3.0 km

D 3.6 km

[1 mark]

0 3 . **3** Suggest **one** reason for the uneven shape of the coastline shown in **Figure 9**.

[1 mark]



Geographical skills appear across all 3 papers. These are low tariff questions but they add up! Students need to be confident with them but also be able to do them quickly. A full checklist and support booklet will be on google classroom soon!



Do n
outs
!

Write the title of your **physical** geography fieldwork enquiry.

Title of fieldwork enquiry _____

0 5 . 1 Explain why the chosen location was suitable for the collection of data. **[2 marks]**

0 5 . 2 Justify **one** primary data collection method used in your **physical** geography enquiry. **[3 marks]**

Section B - Fieldwork Questions



Do not
outsid
b

0 5 . 4 For **one** of your fieldwork enquiries, assess the extent to which the accuracy of the results and the reliability of the conclusions could be improved.

[9 marks]
[+3 SPaG marks]

Title of fieldwork enquiry _____

It's vital students know the title of their fieldwork enquiry!



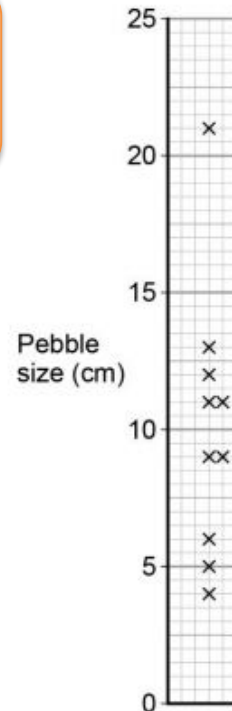


0 4 . 6

Complete the dispersion graph below using the data for Sample 3 in **Figure 9**.

[1 mark]

Graphical Skills



0 4 . 8

Using the data in **Figure 9**, calculate the interquartile range of the pebble size data.

Show your working in the space below.

[2 marks]

Section B: Unseen Fieldwork Skills

Mathematical Skills



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